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| **Name of Lesson:** Content Reading 4th grade | | **Materials: Book: *The Minutemen,* by Lucia Raatma** |
| **Standard(s):**  **SS4H4 The student will explain the causes, events, and results of the American Revolution.**  a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, and the Boston Tea Party.  b. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.  c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.  **ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student**  **ELA4W2 The student demonstrates competence in a variety of genres.**  The student produces a narrative that:  a. Engages the reader by establishing a context, creating a point of view, and otherwise  developing reader interest.  b. Establishes a plot, setting, and conflict, and/or the significance of events.  c. Creates an organizing structure.  d. Includes sensory details and concrete language to develop plot and character.  e. Excludes extraneous details and inconsistencies.  f. Develops complex characters through actions describing the motivation of  characters and character conversation.  g. Uses a range of appropriate narrative strategies such as dialogue, tension, or suspense.  h. Provides a sense of closure to the writing.  **ELA4R1 The student demonstrates comprehension and shows evidence of a**  **warranted and responsible explanation of a variety of literary and informational**  **texts.**  a. Locates facts that answer the reader’s questions.  b. Identifies and uses knowledge of common textual features (e.g., paragraphs,  topic sentences, concluding sentences, glossary).  c. Identifies and uses knowledge of common graphic features (e.g., charts, maps,  diagrams, illustrations).  d. Identifies and uses knowledge of common organizational structures (e.g.,  chronological order, cause and effect).  f. Summarizes main ideas and supporting details. | | |
| **Identify Desired Results** | | |
| **Enduring Understanding(s):** | **Essential Question(s):** | |
| **Social Studies:**   |  | | --- | | The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. |   **Reading:**  Reading for information develops understanding.  **Writing:**  The student writes a narrative from a particular perspective. | |  | | --- | | How do the beliefs and ideals of a society lead to conflicts with other societies? |   Why were the minutemen so important during the American Revolution?  Who were the minutemen? | |
| **What will students understand as a result of this plan?** | **What questions will focus this plan?** | |
| They will begin to understand how influential the minutemen were to the American Revolution. They will understand they were ordinary hardworking individuals, who like most colonists simply wanted their freedom. They will begin to understand how the colonists wanted freedom from the British and this was one of the major causes of the American Revolution. | Who were the minutemen? Why did the minutemen fight during the American Revolution? What were the causes of the American Revolution? After learning about the minutemen, would you fight for something you believe in? | |
| **Determine Acceptable Evidence (Assessment)** | | |
| **What evidence will show that students understand . . .** | | |
| **Performance Task(s):** .The students will create a glogster in which they describe the minutemen. This should include information, photos, videos, and useful websites.  www.glogster.com  **Work Sample-Writing: Narrative Writing (Focus) expressing your ideas. Task: Write a narrative describing the life of a minuteman.** | | |
| **Other Evidence:**  **Informal Assessments:Glogster Project and Writing Project**  **Before Reading­- “Give Me Five” Activity**  **During Reading-Questioning after listening to the book.** | | |
| Plan Learning Experience and Instruction | | |
| **Given the targeted understandings, other lesson/unit goals, and the assessment evidence identified, what knowledge and skills are needed?** | | |
| **Students will need to know . . .** | **Students will need to be able to . . .** | |
| * Key Word: tariff * When this occurred during the United States’ history * The result of the American Revolution * Who Paul Revere was * How to write a narrative note. | * Define Loyalist, Parliament, boycott * Express their ideas from the perspective of a minuteman during the American Revolution * Give details about the American Revolution * Write a narrative note about the lives of the American minutemen | |

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| **What teachings and learning experiences will equip students to demonstrate the targeted understandings?** | |
| **Hook: BrainPOP video**  [**http://www.brainpop.com/socialstudies/ushistory/americanrevolution/preview.weml**](http://www.brainpop.com/socialstudies/ushistory/americanrevolution/preview.weml) | **Prior Knowledge:**  **Prompt the students and assess their knowledge and familiarity with the American Revolution and the minutemen.** |

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| **Rationale for type instruction(D), (CL), (PB)**  **Direct Instruction­­-sharing new information and building on previous information.** | **Direct Instruction:** Review/Discuss previous discussion of the American Revolution  **Review/Discussion of video:** *BrainPOP on American Revolution*  ***Vocabulary Activity: Word Parts:*** write on board:  *loyalist*  Seek responses to find root word (loyal) and possible meanings.   * Root: loyal- giving or showing constant support * Suffix:( ist) —a person who   Definition- abolitionist: a person who gives or shows constant support    **Read book: *The Minutemen,* by Lucia Raatma**  ***Questioning after Reading***--Assessment of student thinking.  **Teacher modeling*:* narrative writing**  Narration simply means telling a story in a logical and organized way. The teacher will tell the students that sometimes good writers pretend they are other people when they write. This is called taking another perspective. The students are to write a narrative piece in which they describe the lives of the American minutemen from their own perspective.    **Cooperative Learning: x**  **Problem Based Learning: x** |
| **Differentiation: (needs, interests, abilities of learners) Students needing remediation with narrative writing will be paired with skilled writers. They will assist one another throughout the entire writing process.** | **Conclude: Provide Opportunity to Rethink/Revise**  **Graphic Organizer**   * Split students into their table groups * **Quick Discussion (15 min) –** Students will choose a representative from their table groups who had the best narrative and these students will share their writing with the class. The class will then give praise and constructive criticism to the writer. |

Adapted/formatted from *Understanding by Design* by Grant Wiggins and Jay McTighe